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it reinstates Zoroastrianism. President Hall is anathema, Professor James is relatively less objectionable (relativity while it can have no place in her creed serves practical ends occasionally with her), Professor Schiller is still better—then comes the final section in which the true gospel is stated “The philosophy of absolute idealism.” “The final justification of the traditional kindergarten is impossible unless the idealistic philosophy be the most adequate statement of truth thus far achieved by human reason.” All will agree with Miss Blow in this statement, but this “adequate statement” will, I fear, require faith rather than understanding on the part of kindergartners and other teachers. The author flings aside the limitations which she has imposed upon herself during the preceding three hundred and seventy pages and gives full rein to her Hegelian vocabulary. The doctrine of the trinity is a central requirement and is demonstrated in truly scholastic fashion. The “processio” controversy that split national churches in the past is shown to be the root of our present difficulties. Christian theology is fully justified. (If I remember rightly earlier in the work Roman Catholic theology receives considerable commendation—it is unfortunate that the work has no index for reference.)

On the educational side the general effort of the book ought to be helpful. There is no doubt a desire to be fair in statement but it is unfortunate that uninformed readers should receive the impression that Dr. Dewey’s educational work was lost in industrialism, that Dr. Dopp’s works are for the kindergarten, when she so definitely recognizes the great difference in children’s interests during the 4 to 6 period from those of the next period for which she has written. The discussion of the latter’s position on work, play, and art, like Miss Blow’s criticism of Miss Hill, cannot be maintained when the full context of what was written is taken into account.

Wherever we turn this tendency of any educational situation, however small, to polarize toward idealism and realism, transcendentalism and materialism, rationalism and empiricism, or more profitably for analysis, toward humanism and naturalism, is evident. Pragmatism offers to many minds a “solution” (an interesting anomaly); to others it is a step backward. The philosophy of education to which it is contributing is evidently needed when, as here, even on the old alphabetic basis language, form, and number are accepted, but industry is counted as coming from below and not as an “archetypal form . . . gently to lead little neophytes of thought out of the realm of nature’s effects into the realm of her causative processes.” The author would have no trouble in seeing in the “Flower in the crannied wall” a symbol of all that is but she is frankly “puzzled” that the evolution of flax, cotton, and wool fibers into clothing can serve a similar purpose. One wonders which is the greatest dualist, after all, Miss Blow or those whom she criticizes?

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The Psychology and Pedagogy of Reading. By EDMUND BURKE HUEY. New York: Macmillan, 1908. Pp. 469. \$1.40.

When one stops to consider the habit which civilized people have of spending so many hours every day in scanning the printed pages of books, magazines, and

papers, it is a rather remarkable procedure. As Professor Huey states in his recent book, which is the subject of this review, "To the early peoples, reading was one of the most mysterious of the arts, both in its performance and in its origin. We recall how, even in modern times, Livingstone excited the wonder and awe of an African tribe as he daily perused a book that had survived the vicissitudes of travel. So incomprehensible, to these savages, was his performance with the book, that they finally stole it and ate it, as the best way they knew of 'reading' it, of getting the white man's satisfaction from it." The process is at best a somewhat artificial one, both in its acquirement and practice. The eye is not particularly adapted for such use, and methods of printing have not been devised with much direct reference as to what was best for the reader, but chiefly with a view to what was most convenient and economical for the printer. Any knowledge which makes for improvement, however slight, in our habits and methods of reading, which increases mental economy and lessens fatigue, is naturally welcomed. The important series of experiments which have been made by many investigators on the psychology and physiology of reading have had these ends in view.

The book of Professor Huey is the first to present for the general reader a detailed review and summary of these experiments, especially of those which have been made in the last decade, and to bring their results to bear in a thoroughgoing study of the psychology and pedagogy of reading. In addition to chapters upon each of these subjects, which appear in the first and third parts of the book, the second part is given over to an interesting account of the history of reading and reading-methods, and in the fourth part, and the concluding chapter, the important subjects of fatigue and hygienic requirements in the matters of print, and finally, possible improvements in these respects are discussed. The presentation of experimental work is accurate and discriminating, and is particularly valuable, because these results published in the various scientific periodicals and journals have hitherto been largely inaccessible to the general reader.

The most important experiments in reading have followed three general lines: first, the studies of Cattell, Zeitler, Mesmer, and others with the tachistoscope or short-exposure apparatus to determine the nature of the perceptual processes in reading and the extent of reading-matter, which can be seen in a momentary glance. The results of these experiments have already found application in current methods of teaching reading. The teaching of words rather than letters finds its justification in that the eye can at one time grasp words, or short phrases as easily and quickly as the same number of isolated letters, and in that the general configuration of words can be learned as wholes as easily as the single letters by themselves.

The second line of experiments of Huey, Erdmann and Dodge, and others has been directed to determining the actual characteristics of the movements and pauses of the eye in reading. As is perhaps now generally known, the reading of a line of print is accomplished by several pauses of the eye at various places in the line—from three to twelve or more of them, depending on the length of line and the individual—and very rapid movements between these pauses. Perception or reading proper occurs only during the pauses, there being no vision, such at least as is sufficient for significant perception, during the rapid

movements. The number of such pauses varies with individuals, and depends undoubtedly in part on the methods of learning employed in the acquirement of these habits. The results of these latter experiments have not as yet been applied to any extent to the teaching of reading; but they promise even more fruitful applications than the earlier experiments. These earlier experiments have indicated how extensive the grasp of reading-matter at any one glance *may* be under favorable conditions; the more recent experiments show what is the actual span and method of reading and how these vary with individuals. Of adult persons of equal ability and practice in reading some read by syllables only, others can within the single glance of the fixation-pause take in the longest words. Some of these differences are matters of nature others may be subject to the effects of training and practice. The application of these facts to the teaching of reading must follow with further experimentation.

Experimental work has, in the third place, dealt with the general hygienic requirements of reading. The best ways of decreasing fatigue, avoiding the disastrous effects which appear in the defects of vision, and the promotion of economy and efficiency in reading are reviewed and discussed in the appropriate chapters.

The book is well and interestingly written, and may be heartily recommended to those interested in the teaching of reading, as well as to the general reader who may be interested in a study of an occupation in which he spends so much of his time.

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Heyse's Er soll dein Herr sein. Edited, with Notes and Vocabulary, by MARTIN H. HAERTEL. New York: American Book Co., 1908. Pp. 106. \$0.30.

The scene of this short story is laid in a small Bavarian garrison not far from Munich and the time is that of the Franco-Prussian war. Heyse succeeds wonderfully in giving us the true atmosphere of the time, when all other feelings had to give way to patriotism. The characters are life-like and interesting, there is a good deal of action and the style is beautiful. The story, however, will not prove to be easy reading and should from its very nature be reserved for college students. There are exercises for translation from English into German following the text, which will be of advantage to more advanced students.

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Goethe's Hermann und Dorothea. Edited, with Notes and Vocabulary, by WATERMAN T. HEWETT. New York: American Book Co., 1908. Pp. 325. \$0.60.

The *Hermann und Dorothea* of Goethe has been for many years a favorite text with the editors of German Classics. Dr. Hewett's edition contains an introduction, a bibliography, notes, and a vocabulary.

The introduction deals with the sources of the poem, as the exiles from